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## THE HOLIDAY CONFERENCE OF 1893

The Ninth Annual Conference of the Associated Academic Principals of the State of New York was one of the best attended and most successful meetings in the history of that body. More than two hundred were present and the discussions were for the most part ably conducted and profitable. The first question considered, whether it was desirable that Greek be dropped entirely as a requirement for admission to college, was discussed from various points of view, and while the debate itself was not especially significant, it was perfectly evident that those who favored retaining Greek as a requirement for admission were very largely in the majority. The question was finally referred to a committee consisting of Principals Callahan, Kennedy, and Robinson, who in the afternoon session reported as follows:—

*Resolved*, That it is the sense of this Conference of the Associated Principals of the State of New York that the colleges should give the A. B. degree to those only who have had the full course in Greek, secondary and collegiate.

*Resolved*, That classical diplomas of the high schools and academies of the state should be given to those only who have completed the full secondary course in Greek.

The rest of the morning session was given to the question of "Aims and Methods in Teaching English Literature," the discussion of which was opened by Principal Rhodes of Adams.

The topic "Aims and Methods of Teaching U. S. States History" occupied most of the afternoon session and called forth not a little enthusiasm. The question how much and what collateral reading should be adopted in connexion with American history was referred to a committee consisting of Institute Conductor Hendricks, Principal Smith, and Dr. Williams. When this committee gave an informal report at the Thursday morning session, it was voted to continue the committee that they might prepare a list of works for collateral reading, and to publish their report in some educational journal.

The Wednesday evening session was occupied by the discussion of the topic, What changes, if any, should we recommend in the regents' syllabus and the present scheme of regents' examinations?

The discussion was prolonged and animated, and the conference finally recommended that the following scheme be submitted for action at the convocation:

1, A series of four year courses; 2, a re-arrangement of the correct values of the different subjects; 3, a revision of the syllabus of second year Latin, these three changes to be based on the report of the committee of ten; 4, a revision of the syllabus in arithmetic; 5, the elimination of all matters of law from the subject of civics. That this scheme be printed and distributed to the members of this conference at the earliest possible date.

The committee also reported the following resolutions, which were adopted:

*Resolved*, That we recommend a distribution of the examination more equally among the days of examination week.

Further, it is recommended that the counts hereafter to be assigned to Caesar be four, to Cicero be three, to Vergil be four, and to plane geometry be four.

*Resolved*, That we recommend that the classical diploma consist of 60 counts assigned as follows: The same as at present, except the addition of two counts to Caesar, one to Cicero, one to Vergil, one each to Latin and Greek composition, one to geometry, and two to the Anabasis.

"How to Teach Geometry," was the chief subject of debate Thursday morning, and was discussed with much animation by Messrs. Wheelock, Smith, Bugbee, Sisson, and others. There followed this a lively discussion on the propriety of marking down a paper in subject matter because of defective English. The majority of the conference were decidedly opposed to the practice and the judgment of the conference was expressed in the following resolution:

*Resolved*, That it be the sense of this convention that students shall not be marked down in the subject matter in mathematics and sciences, for deficiency in English, but that the pass cards be marked as "deficient in English," and that the students be required to make up such deficiency before receiving the regents' diplomas.

It seemed to be the opinion of all who attended the meeting that the conference showed renewed vitality. The discussions were conducted with greater ability than has been displayed at some of the meetings in the past, and the subjects were of immediate practical interest to most of those present. The deliberations of the conference seem however still to suffer from the extemporary character of most of the debates. It surely ought to be possible before the meeting to appoint some one to open the

discussion of the several questions in a formal way. Such an arrangement would result in the presentation of the topics in a much more adequate form and would ensure a fulness of discussion which the present practice often fails to secure.

The following are the officers for next year:

**PRESIDENT**—Henry White Callahan, of Kingston.

**VICE PRESIDENT**—John G. Allen, of Rochester.

**SECRETARY**—S. D. Arms, of Deposit.

**EXECUTIVE COMMITTEE**—O. B. Rhodes, of Adams; E. G. Frail, of Fairport; B. G. Clapp, of Fulton.

**REGENTS' COMMITTEE**—O. D. Robinson, of Albany; Rev. J. J. Mullany, of Syracuse; G. H. Ottaway, of Canastota; D. C. Farr, of Glens Falls; and C. H. Thurber, of Colgate.

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## COMMUNICATIONS

### *To the Editors of The School Review :*

Your editorial strictures on the nominating committee of the Association of Colleges and Preparatory Schools call for some words of explanation; you have drawn certain inferences which are not just to any of the parties concerned. On the nominating committee, appointed by President Taylor, there were two representatives of secondary schools. They found their fellow-members, who were college professors, ready to suggest teachers of secondary schools for a number of the offices, but they preferred to leave the offices for the coming year almost exclusively in the hands of the college-men (the one office you refer to was accepted for a secondary school, so that the principle of representation might be established). Their reasons were as follows: Without any solicitation on the part of secondary schools the college association had in a spirit of the broadest liberality invited secondary schools to join its membership, to enter into its deliberations. It was a great, a decisive step for such an organization to take; at one stroke all that secondary schools could hope for had been voluntarily granted, the privilege of presenting their side of the many questions at issue. The college men had made all the advances; it seemed to the two representatives of